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ABSTRACT

Written for teachers, coordinators, and supervisors, this manual describes the structural content of Project SELEP (Survival Skills in English Learning Experience Program). It indicates areas of concern in planning, establishing, and evaluating classes emphasizing survival skills for daily living appropriate for the foreign born adult in an English as a Second Language Program. Project objectives implemented in Project SELEP's curriculum are then listed, and its teaching techniques--team teaching and individualized learning laboratory--are outlined. Responsibilities of instructors and students aides are listed. Other materials include explanations of the topics to be included in teachers' lesson plans or course outlines, Project SELEP's flow chart, list of cooperative agencies, and description of drills used by teachers for instructional activities. Some lesson plans for teaching the foreign-born adult are appended. They cover these content areas: Beginning Level I: Identification Skills (27 lessons); Beginning Level II: Health (8 lessons), Occupational Knowledge (6 lessons), Consumer Economics (7 lessons). Each lesson plan follows this format: content area, topic, concept, prerequisites, performance objective, equipment and materials, learning activities, and evaluation. Other appendixes list prerequisites for Project SELEP classes and equipment needed. (YLB)

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ED212808

Survival English Learning Experience Program For Foreign Born Adults

A 310 Special Demonstration Project

by

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PREFACE

This manual describes the structural content of the Project SELEP Program. Written primarily for teachers, it also includes information for coordinators and supervisors. It indicates, in a sequential presentation, areas of concern in planning, establishing, and evaluating classes for foreign born adults.

Hopefully, this publication will serve as a source of effective practices to assist in the development of methods and materials with emphasis on survival skills for daily living appropriate for the foreign born adult in English as a Second Language Program.

It is our hope that in future years, a course of study can be developed that will be relevant to the needs of the foreign born adult population in most parts of Florida.

The Project SELEP Team

Daytona Beach Community College

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It was through the efforts and cooperation of project SELEP teachers, work study aides and the Adult Education staff that this publication was made possible. For their contribution, Project SELEP expresses its appreciation to the following persons:

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Project SELEP also expresses its appreciation to Beatrice Griffith and Sandra Vazquez for working closely with the coordinator-advisor during the initial planning and development stage of the project.

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PROJECT ABSTRACT

A. Program Description

The Survival English Learning Experience Program is a project that provides learning experiences for the foreign born adult and simultaneously assists teachers in developing a course of study for meeting the needs of each individual class within the program. It is intended to be practical, functional and flexible. Emphasis is placed on everyday survival skills and basic knowledge of the English language. It also provides assistance to those students desirous of undertaking additional advanced studies. In general, Project SELEP provides opportunity for innovative instruction and for meeting individual and societal needs.

B. Need For Project

The need for Project SELEP was established through an extensive needs assessment conducted during the 1979-1980 school year. This process revealed a need to change from a traditional classroom approach to a more innovative approach, placing emphasis on teaching English language skills vital to everyday survival in the United States.

PROJECT OBJECTIVES

1. To provide an innovative instructional program that will enable the ESL student to hear, speak, communicate and perform oral and written functional competencies vital to successful participation in everyday living in the United States.

2. To raise each skill competency by at least 80 percent enabling the ESL student to become more employable in the job market, more effective as a parent and/or family member, a wiser consumer, and proficient in the American way of life through individualized self-paced instruction.

3. To offer an adjunct instructional program that will prepare the ESL student desirous of undertaking additional programs of study such as adult high school or GED, preparatory, advanced education or vocational training through directed study.

Out of a total of 247 students enrolled in Project SELEP classes on the main campus of Daytona Beach Community College during the period of September 2, 1980 to April 24, 1981, the following figures represent student completion of each objective:

Objective 1 - 17.8%

Objective 2 - 20.2%

Objective 3 - 10.5%

49.5% are presently enrolled with 2.0% having left the program for other reasons.

Achievement figures for those students continuing in the project will not be available until after June 30, 1981.

It is the belief of the project team that the implementation of Project SELEP has validated these objectives as being beneficial to our students. The belief is supported by strong teacher observation and collective data.

We also found that an ongoing evaluation enabled us to strengthen our program and made us feel more confident about what was happening with the students. In addition, the sharing of evaluation results with students generated a positive response to the program, as well as from other Adult Education staff and the Volusia County community in general.

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THE CURRICULUM OUTLOOK

The Survival English Learning Experience Program provides opportunity for innovation and flexibility. The needs of foreign born adults are varied as subject content. Because we are dealing with adults, the curriculum includes functional competencies that are highly relevant to everyday living. Adult performance level objectives are implemented within this curriculum as a measuring device for developing those functional competencies. Each student is given the opportunity to achieve the ultimate performance objectives, but a teacher of ESL may find that flexibility and innovation are necessary in adapting to and using the suggestions in this curriculum.

Listed on the following pages are Adult Performance Level Objectives and teaching techniques that make up Project SELEP's curriculum.

A. Adult Performance Level Objectives

Adult performance level means the ability to perform those societal tasks which a "successful" adult can do. Included in this section is a brief list of the APL description of functional competency.

A. OCCUPATIONAL KNOWLEDGE

1. Objective: To build an oral and written vocabulary related to occupational knowledge.

2. Objective: To identify sources of information (radio broadcast, newspapers, etc.) which may lead to employment.

3. Objective: To define occupational categories in terms of the education and job required, and to know minimum requirements of given occupations.

4. Objective: To prepare for job applications and interviews.

B. CONSUMER ECONOMICS

1. Objective: To build an oral and written consumer economics vocabulary.

2. Objective To be able to count and convert coins and currency, and to convert weights and measures using measurement tables and mathematical operations.

3. Objective: To be aware of the principles of comparison shopping, and to be aware of the relationship of price to quality among brand names, and between "first" and "seconds" and to be able to substitute economy for quality according to individual needs.

4. Objective: To be able to take advantage of sales by knowing where to find them, by planning for the day of the sale, and by being able to determine which are of worthwhile value to the individual.

5. Objective: To know how to order food and to tip in a restaurant.

6. Objective: To develop understanding of credit system.

7. Objective: To know the resources available to the consumer in the face of misleading and/or fraudulent product/service claims or tactics.

C. HEALTH

1. Objective: To develop a working vocabulary related to health especially as it relates to basic medical and physiological terminology, for accurate reporting of symptoms and following a doctor's direction in applying treatment.

2. Objective: To know medical and health services in the community.

3. Objective: To be able to apply first aid in emergencies and to inform proper authorities of sudden illnesses, various accidents or natural diseases.

4. Objective: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

D. GOVERNMENT AND LAW

1. Objective: To develop a working vocabulary related to government and law in order to understand their functions in society and in the personal life of the individual.

2. Objective: To develop an understanding of the structure and functioning of the federal government.

3. Objective: To investigate the relationship between the individual citizen and the government.

4. Objective: To understand the relationship between the individual and the legal system.

5. Objective: To obtain a working knowledge of the various legal documents which the individual will need as a member of society.

E. COMMUNITY RESOURCES

1. Objective: To build an oral and written vocabulary pertaining to community resources and to define community resources in terms of services to community members.

2. Objective: To know the types of community services provided for members of society including the purposes of and how to gain access to these services.

3. Objective: To understand how and when to apply for community services such as Social Security and Medicare.

4. Objective: To be able to utilize information services of the community.

B. Teaching Techniques

Project SELEP provides instruction through an innovative classroom approach and the individualized group approach. Two classrooms are available for the purpose of team teaching and an Individualized Learning Lab.

A. CLASSROOM APPROACH

Team teaching is utilized in the classroom for the purpose of providing instruction at Beginning I and II Levels. Two instructors, who are titled B-I and B-II instructors, work together as a team maintaining different responsibilities independent of each other. These instructors, at different time intervals, are responsible for meeting specific individual needs

B. INDIVIDUALIZED-GROUP APPROACH

A learning laboratory is designed for individual and group learning activities. Language skills, math coping skills, and reinforcement of the English sound system is a part of the curriculum content. An instructor, along with the assistance of student aids, monitors the progress of each individual participant.

Listed on the following pages are responsibilities of B-I, B-II, learning lab instructors and student aides who diligently assisted in both areas.

Responsibilities:

I. B-I Instructors

A. Provide instruction for those students who score 55 percent or less on the Survival English Learning Experience Program placemert test.

B. Evaluate student performance on skills learned in the classroom.

C. Maintain progress records on each individual evaluation.

D. Plan a course for study activities for B-I instructional level.

E. Supervise student aides.

II. B-II Instructors

A. Provide instruction for those students who score between 60 and 80 percent on the placement test and who show a need at this level by scoring 85 percent or less on a pre-assessment test of adult performance level objectives.

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B. Evaluate student performance in learning station activities.

C. Maintain progress record on each individual evaluation.

D. Plan a course for study on various activities for B-II instructional level.

E. Supervise student aides.

III. Learning Lab Instructors

A. Provide course descriptions of content materials offered in lab.

B. Prescribe learning packages for individual or group participants.

C. Monitor and supervise student progress.

D. Record progress on each individual performance and evaluation of skills completed in lab.

E. Supervise student aides.

Student Aides - Classroom

1. Maintain a student record on daily attendance.

2. Maintain student and teacher files of classroom activities.

3. Maintain the decor of the classroom surroundings.

4. Tutor specific groups or individual upon instructor's request.

Student Aides - Lab

1. Maintain a student record on daily attendance.

2. Maintain student and teacher files of classroom activities.

3. Maintain decor of lab's surroundings.

4. Monitor individual progress and give out test upon instructor's request.

DEVELOPING THE COURSE

Course outlines are like road maps. They tell where the course is going and suggest the best way of getting there. They should be written in such a manner that anyone can look at them and tell what is to be accomplished. Included in the curriculum outlook, developing a course for study is a very important component of Project SELEP. Teachers will need specific guidelines to follow when designing their lesson packages. Therefore, the following topics are explained for teachers to use in developing their course for study.

A. CONCEPTS

When writing lesson plans or course outlines, needs are generally expressed as concepts. A concept, used in this manner is a statement that gives the reason the writer of the plan thinks the lesson should be taught.[1] Teachers who instruct foreign born adults should include within their lessons societal and personal needs since the two are difficult to separate. See appendix A for sample.

B. PREREQUISITES

One role of prerequisites is to assure that students are not faced with attempting to obtain objectives that are above their capabilities. When an objective is written in such manner that only a certain number of students are expected to achieve it, this is also stating that a certain number will fail. In other words, if an objective states that 80 percent of the students will succeed, this is also saying that 20 percent will fail. Students should not be doomed to failure. If a student does not have what it takes to achieve an objective, he should not be subjected to it.[2]

Using prerequisites for developing the courses for Project SELEP students will serve to eliminate those learners who cannot attain success in meeting the requirements of an objective. See appendix A.

C. OBJECTIVES

When writing objectives, each one should be stated in such a manner that it assures measureable outcomes of certain elements. These elements are best described as who, what, when, and how of the objectives.

The "WHO" has reference to person or persons who are to perform the acts spelled out in the objectives.

The "WHAT" element of the objective has reference to the act to be performed. It is important that this is expressed in terms that are specific rather than general.

The "WHEN" element of the objective refers to time and condition. Emphasis is placed on the condition in which an act is to take place.

The "HOW" element tells the manner in which the act is to be measured or evaluated.[3]

D. LEARNING ACTIVITY

Regardless of how well the content of the course is planned and organized, success is ultimately dependent upon how much the student behavior is changed through the learning process that takes place as a result of being exposed to educational experiences. The experiences must be meaningful and are dependent on how they are presented if they are to succeed.[4]

There are many teaching activities one can use when instructing foreign born adults. See appendix A.

E. EQUIPMENT AND MATERIALS

The terms "equipment" and "materials", as used for developing the course, shall apply to all aids used by teachers and students in illustrating and demonstrating the subject content to be studied.

Listed are various equipment and materials for teachers to become familiar with if he/she desires to. See appendix C.

F. EVALUATION

The final aspect of good course-outline or lesson plans is the evaluation. There are two purposes of an evaluation. First, there is the measurement of the instructional system. This includes teachers' effectiveness, adequate assessment of prerequisites and entry level behavior, validity of facilities, materials and equipment and other factors related to the learning environment and procedures.

Secondly, an evaluation determines to what extent the learner achieves the objective. If the majority of the learners fail to attain the objectives, the instructional system might be questioned.[5]

Other factors to consider when the individual fails to achieve the objectives are: lack of motivation that was detected after pre-assessment of prerequisites, faulty pre-assessment techniques, personal problems that interfered with learning activities, illness, and physical conditions.

[1]John H. Camper, Developing Courses in Functional Competencies. Jodor Publishing Co., Sacramento, California.

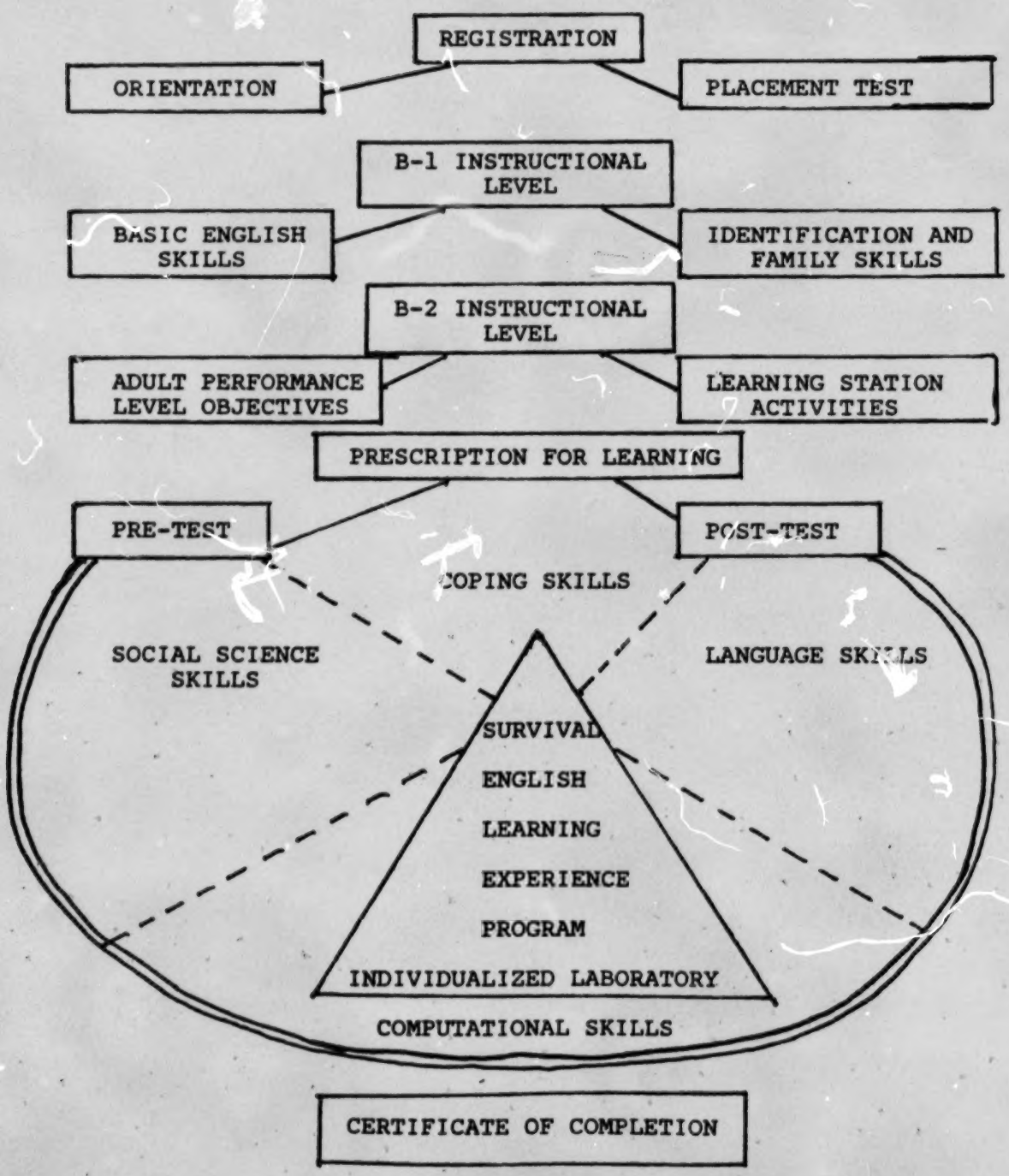
[2]Ibid

[3]Ibid

[4]Ibid

[5]Ibid

PROJECT SELEP FLOW CHART



COOPERATIVE AGENCIES

Local resources have been cooperative in providing opportunities for field trips, guest speakers, donating printed materials and making referrals to the program. Some of the agencies who have participated thus far are:

1. Volusia County Health Department
2. American Cancer Society
3. Florida Health Rehabilitative Services
4. Daytona Beach City Hall
5. Volusia County Public Schools
6. Super X Drug Stores
7. Publix and Gooding's Supermarkets
8. Ministry of Refugee Resettlement (Tampa, Florida)
9. Daytona Beach Chamber of Commerce
10. McDonald's Restaurant
11. John's Custom Tailoring
12. Hing's Restaurant
13. Southern Bell Telephone Company
14. Daytona Beach Aviation

DISSEMINATION PROCESS

Several dissemination projects have been completed which include a slide show presented to the Continuing Education Standing Committee, 310 Project Directors' meeting, DBCC Administrative Staff. Materials were distributed and discussion of the project was provided. Tours of the project have also been directed. The opportunity to promote the program was given by WESH Channel 2 Minute Memo and on "Outlook," a Sunday morning talk show.

E.S.L. Drills

These drills are used by teachers for instructional activities.

I. REPETITION DRILLS

The simple repetition drill is introduced by the teacher. He/She demonstrates hand signals which will be used throughout the course. A sweeping arm gesture with palms toward self indicates, "Please speak with me". A repetition drill focuses the student's attention on the structural pattern and is short enough to be repeated easily (not more than four syllables for beginning student). The teacher makes a statement or asks a question, signals for repetition, and the students repeat chorally. The teacher repeats the model sentence to reinforce it and signals for students' repetition. After the entire class repeats at least seven times, students repeat in smaller groups. The teacher reinforces. Finally, students repeat individually after much group repetition. Teacher may vary the drill by saying, "women repeat; men repeat; blue eyes repeat; under 35-years old repeat", etc.

II. SUBSTITUTION DRILL

A substitution drill is an exercise which provides additional practice in using the structure previously presented by repetition. One of the principal advantages of a substitution drill is that it draws the student's attention away from the structure being taught, thereby forcing him to use the structure automatically. In this drill, students use another word of the same type in the place of a word in the sentence. A noun is replaced by another noun, a verb by another verb, an adjective by another adjective, etc. At first a substitution drill should be done with spoken words. Later, concrete objects, pictures or written words may be used as clues substitution.

Example:

Teacher: He has a yellow pencil.

Student: He has a yellow pencil.

Teacher: He has a yellow pencil. (blue)

Student: He has a blue pencil.

Teacher: He has a blue pencil. (red)

Student: He has a red pencil.

Teacher: He has a red pencil.

III. QUESTION-ANSWER DRILL

Probably the question-answer drill is used more than any other except the repetition drill, because a question can have many kinds of answers a student can give before starting the drill. However, the teacher may indicate by a gesture, picture, or printed word what kind of answer is desired.

IV. BACKWARD BUILD-UP DRILL

The backward build-up drill is a technique to increase a student's confidence and thus to speed up his proficiency in repetition drills. First, the sentence is repeated several times in the normal word order so that the meaning is clear. If the students are slow in mastering it, or if the ending sounds jumbled or fades out, the teacher may use the method of backward build-up, being careful to maintain correct intonation throughout and to reinforce every utterance.

Example:

Complete sentence: I brush my teeth every morning before I go to work.

Teacher: to work

Students: to work

Teacher: to work

Teacher: I go to work

Students: I go to work

Teacher: I go to work

Teacher: I go to work

Teacher: before I go to work

Students: before I go to work

Teacher: before I go to work

Teacher: every morning before I go to work

Students: every morning before I go to work

Teacher: every morning before I go to work

Teacher: I brush my teeth every morning before I go to work.

APPENDIX

A. Lesson Plans for Teaching the Foreign Born Adult

These materials, prepared by Project SELEP teachers during their planning of instructional activities, are intended to provide others with a reference, designed to acquaint them with lesson planning in English as a Second Language activity.

All of the plans in this publication have been edited. In some of them, major changes were made. In others a few words were added or omitted. Overall, the submitted plans were realistic, practical and functional. It is up to the teacher using them to fill in the details. Local needs and differences make it necessary for additional preparation by teachers before attempting to use them.

These plans are not complete. Teachers are still working diligently in preparing activities on various topics.

Course Title: Beginning Level I

Content Area: Identification Skills

Content Objective: At the conclusion of this unit, the student will be able to perform specific identification skills by completing the performance objectives of this unit.

Instructors;

Elly Evans

Celestine Demps

Juan Fernandez

Peggy Hallman

Gloria Edmondson

A. Content Area: Identification Skills

Topic: Greeting and Introductions

Concept: Many foreign born adults are not aware of simple greetings and introductions stated in English.

Prerequisites: Student must show a need for instruction at this level by making a score of 55 percent or less on the placement test.

Prepared By: Elly Evans

Performance Objective:

1. Given a class dialogue, student can respond to simple greetings and introductions. (formal - informal)

Equipment and Materials:

1. Model voice
2. Cue cards
3. Worksheets

Learning Activities:

1. Practice asking and answering questions:
   "What's your name?" "My name is _____."
   "Where are you from?" "I am from _____."

2. Practice orally
   "Hello", "Hi", "Hey", etc.
   "How are you?" "What's happening?"
   "I'm fine, thank you, and you?"
   "Nothing much; everything is the same.", etc.

3. Practice introduction orally.
   "_____, this is _____."
   "Nice to meet you.", etc.

4. Role play dialogues.

B. Content Area: Identification Skills

Topic: Spelling Names

Concept: Students at the beginning level are not able to write their names correctly.

Prerequisites: Student must score 55 percent or less on English placement test.

Prepared By: Celestine Demps

Performance objective:

1. In response to the request, "Will you please spell your name," the student will respond by spelling his/her name orally.

Equipment and Materials:

1. Cards with students' names printed on them.

Learning Activities:

1. Practice orally spelling their names.
2. Recognize their names in print from cards.
3. Practice using the terms last name, first name

C. Content Area: Identification Skills

Topic: The Alphabet

Concept: A foreign born adult needs to know the correct pronunciation and sound of letters of the alphabet.

Prerequisite: Student must show a need for instruction at this level by making a score of 55 percent or less on the placement test.

Prepared By: Elly Evans

Performance Objectives:

1. Given the letters of the alphabet in printing and in script, the student will be able to identify them orally and write them on paper.

2. Student will write or print the letters of his/her name and sound them out phonetically.

Equipment and Materials:

1. Individual cut-out letters (capital and lower case)
2. Lined paper

Learning Activities:

1. Listen to and repeat names of letters
2. Practice writing letters as teacher pronounces each one clearly
3. Student will write or print their names and begin sounding out each letter of their name.

D. Content Area: Identification Skills

Topic: Alphabetical Order

Concept: Many foreign born adults are not knowledgeable enough to perform skills related to alphabetical listings.

Prerequisites: Student must show a need for instruction at this level by making a score of 55 percent or less on the placement test.

Prepared By: Elly Evans

Performance Objective:

1. Given an alphabetical listing such as a dictionary or telephone directory, student can begin to locate English words using alphabetical order.

Equipment and Materials:

1. Flash cards of the alphabet
2. Lined paper
3. Dictionaries
4. Worksheets

Learning Activities:

1. Look at, listen to, and repeat orally the alphabet, beginning in sections.
2. Practice arranging flash cards in alphabetical order.
3. Practice writing the alphabet.
4. Practice locating various beginning letter sections in the dictionary.

E. Content Area: Identification Skills

Topic: Parts Of The Body

Concept: Many foreign born adults lack the ability to identify certain parts of the body correctly.

Prerequisite: Student must score 55 Percent or less on the placement test.

Prepared By: Elly Evans and Celestine Demps

Performance Objectives:

1. In response to teacher's command, students will point to and identify orally some basic parts of the body.

2. Given a drawing of the body parts previously introduced, students can write the names of the parts when flashed before them on a card.

Equipment and Materials:

1. Model voice
2. Poster of labeled parts
3. Flash cards

Learning Activities:

1. Listen to and repeat names of some basic body part as teacher points them out on poster.
2. Using the phrase, "This is my eye, hand, etc.", student will identify parts of the body orally.
3. Students will practice orally the phrase, "point to your _____."
4. Practice pointing to various parts of the body.
5. Copy the parts of the body from labeled poster onto unlabeled worksheet drawing.
6. Show flash cards with names of parts and have students identify those parts using the same unlabeled worksheet.

F. Content Area: Identification Skills

Topic: Cardinal Numbers

Concept: A beginning ESL student lacks knowledge when identifying numbers and symbols as they relate to everyday skills.

Prerequisites: Must show a need for instruction at this level by making a score of 55 percent or less on the placement test.

Prepared By: Elly Evans and Celestine Demps

Performance Objective:

1. Given the cardinal numbers 1-100, student can say them and match them with symbols or objects.

Equipment and Materials

1. Number flash cards
2. Ditto copies of numbers
3. Number poster
4. Counting blocks
5. Worksheets

Learning Activities:

1. Listen to and repeat orally cardinal numbers until it becomes automatic.
2. Practice counting people, objects, money, etc.
3. Practice reading telephone numbers, house numbers, social security numbers, etc.
4. Practice writing numbers from oral dictation: 7, 11, 34, 63, 98, etc.
5. Write telephone numbers, social security numbers, house number and ages on paper.

G. Content Area: Identification Skills

Topic: Ordinal Numbers/Cardinal Numbers

Concept: Many ESL students do not understand the difference between ordinal and cardinal numbers.

Prerequisites: Student must score 55 percent or less on placement test.

Prepared By: Juan Fernandez

Performance Objectives:

1. Given the ordinal numbers (1-100) student can pronounce and use them correctly when necessary.
2. Given the word spelling for each ordinal number, the student will pronounce and spell each one correctly.
3. Upon request, students will write ordinal numbers in symbols and word form.

Equipment and Materials:

1. Number flash cards (symbols and words)
2. Ditto copies of numbers
3. Pictures of objects
4. Worksheets

Learning Activities:

1. Listen to and repeat ordinal numbers at least ten times.
2. Have students stand in a line and pronounce numbers.
3. Using picture object, have students identify their order.
4. Practice writing the word form of each number along with the symbols.
5. Have students match the number symbol with its printed form.

H. Content Area: Identification Skills

Topic: Writing Addresses

Concept: Many beginners when asked, cannot correctly write their address.

Prerequisites: Student must score 55 percent or less on placement test.

Prepared By: Celestine Demps

Performance Objective:

1. Upon request, students will be able to say and write their address, including city, state, and zip code.

Equipment and Materials:

1. Model voice
2. Address cards
3. Worksheets

Learning Activities:

1. Using teacher's voice as a model, practice saying "My address is _____." (including city, state, zip code)
2. Practice asking, "What is your address?"
3. Practice writing in question and answer form, "What is your address?" "My address is _____."

I. Content Area: Identification Skills

Topic: "Where Do You Live?"

Concept: Many foreign adults do not correctly respond when asked, "Where do you live?" or "What is your address?"

Prerequisites: Student must show a need for instruction at this level by making a score of 55 percent or less on the placement test.

Prepared By: Elly Evans

Performance Objectives:

1. Upon request, students can respond correctly to the questions, "Where do you live?" "What is your address?"
2. The student will be able to understand the difference in answers between the two questions.

Equipment and Materials:

1. Model voice
2. Ditto sheets
3. Worksheets

Learning Activities:

1. Practice reading street numbers by comparing digits with word form.

   Example: 296 = two ninety-six
   1311 = thirteen eleven

2. Practice pronouncing and spelling common street names in Daytona Beach.

3. Practice asking and answering:

   Q. "What is your address?"
   A. "My address is _____." or "It is _____."

4. Practice asking and answering:

   Q. "Where do you live?"
   A. "I live in Daytona Beach."
   A. "I live on White Street."
   A. "I live at 222 White Street."

NOTE: Give explanation for using the above prepositions.

(Use in with city, state, county.)
(Use on with street.)
(Use at with address.)

5. Practice writing own address.

J. Content Area: Identification Skills

Topic: Filling Out Blank Forms

Concept: Many beginning ESL students omit filling out important information on forms because of the lack of understanding meanings of certain terms.

Prerequisites: Student must show a need for instruction at this level by making a score of 55 percent or less on the placement test.

Prepared By: Elly Evans

Performance Objective:

1. When given a blank form to fill in, the student is able to write or print his/her name, address, zip code, telephone number with area code, social security number, age, sex, and date of birth.

Equipment and Materials:

1. List of vocabulary terms
2. Blank form
3. Overhead projector
4. Worksheet

Learning Activities:

1. Listen to and repeat orally vocabulary terms; first name, middle initial, address, etc.
2. Practice asking and answering, first orally and then in writing, the following questions.
   What is your last name? -- first name?-- middle initial?-- address? __zip code? --telephone number? --area code?-- age?--social security number?--sex?--date of birth?--

NOTE: Student should memorize all of the above.

3. Using the overhead projector, begin to fill in a blank form.
4. Have students write the correct response to each term on paper as teacher dictates.
5. Students fill in blank forms.

K. Content Area: Identification Skills

Topic: Birthdates, Birthdays, Height, Weight

Concept: Student at the beginning ESL level lack understanding in context of the terms, birthdates, birthdays, height, weight.

Prerequisites: Student must score 55 percent or less on the placement test.

Prepared By: Celestine Demps

Performance Objectives:

1. Upon request, students will be able to tell their birthdays and birthdates and understand when to use the terms correctly.
2. Upon request, students will be able to tell orally and in writing their correct height and weight.

Equipment and Materials:

1. Chalkboard
2. Individual cards with ages, birthdays and birthdates
3. Wall chart
4. Scale
5. Worksheets

Learning Activities:

1. Write terms on chalkboard, listen to and repeat orally.
2. Use terms in sentence form and practice orally.
   Q. "What is your birthdate?"
   A. "My birthdate is _____," or "It is _____."
   Q. "When is your birthday?"
   A. "My birthday is _____" or "It is _____."

NOTE: Explain when to use the terms:

Birthdate with what in question form; when answering give complete birthdate. Ex. April 30, 1948.

Use birthday with when in question form. To answer use birthday as only the day of birth. Ex. It is April 30th.

3. Practice asking and answering orally:
   "When were you born?"
   "How old are you?"
4. Practice writing questions and answers using the terms in context.
5. Record each individual age and birthdate on flash cards. Have student repeat orally.
6. Using a wall chart and scale, record the weight and height of each individual member of the class.
7. Repeat the terms, weight, height, and weigh orally.
8. Repeat the questions, "How much do you weigh?" "What is your height?" have students practice orally the questions and answers.

L. Content Area: Identification Skills

Topic: Articles: a, an, the/Demonstrative Pronouns: this, that

Concept: Knowing when and how to use a, an, the, this and that in context is important for practical conversation.

Prerequisites: Student must show a need for instruction by making a score of 55 percent or less on placement test.

Prepared By: Elly Evans

Performance Objective:

1. Given aural and visual cues, the student is able to identify orally and in writing various objects in the classroom, using the articles a, an, and the; the demonstrative pronouns, this and that in short sentence.

Equipment and Materials:

1. Concrete objects in the classroom
2. Vocabulary sheets with labeled pictures of some items
3. Worksheets

Learning Activities:

1. Practice orally:

   Teacher: "What is this?"
   Student: "It is a pen,--book,--cup,--etc."
   Teacher: "What is that?"
   Student: "That is the blackboard."

2. Explain the use of:

   this - for objects near the speaker
   that - for objects away from the speaker
   a and an - for singular objects which are one of many. (Use a before consonants, an before vowels.) - a chair, a book, an eraser.
   the - for objects which are one of a kind or the only one(s) in the room. (May be singular or plural.) - the blackboard, the clock; the window.

3. Practice negatives:

   Teacher: "Is this a magazine?"
   Student: "No, it is not a magazine."
   Teacher: "What is this?"
   Student: "It's a newspaper."

4. Practice short answers:

   "Yes it is." "No, it isn't."

NOTE: Explain contraction forms.

M. Content Area: Identification Skills

Topic: There Is/There Are

Concept: Knowing when and how to use there is and there are in context, is important for practical conversation.

Prerequisites: Student must score 55 percent or less on placement test.

Prepared By: Elly Evans

Performance Objectives:

1. Upon request, student can respond correctly to questions using there is and there are in context.

2. Student will be able to correctly use there is and there are in yes/no sentences.

Equipment and Materials:

1. Concrete objects
2. Worksheets

Learning Activities:

1. Practice counting concrete objects and structure sentences using there is and there are.

   Ex. There are + number + name of object + location.
   A. There are five pencils on the desk.
   B. There is a pencil on the floor.

2. Orally ask and answer questions using there is and there are about concrete objects.

   Ex. Are there five pencils on the desk?
   Yes, there are. No, there aren't.

   Is there a pencil on the floor?
   Yes, there is. No, there isn't.

NOTE: Explain contractions.

4. Students will write sentences in both telling and asking form using there is and there are as teacher point out various objects in the room.

N. Content Area: Identification Skills

Topic: Days of the Week, Months, Seasons

Concept: The foreign born adult is not familiar with the English terminology for days of the week, months and seasons of the year.

Prerequisites: Student must show a need for instruction at this level by making a score of 55 percent or less on placement test.

Prepared By: Elly Evans and Celestine Demps

Performance Objectives:

1. The student will be able to correctly pronounce, recite, spell and write the days of the week, months and seasons of the year.
2. Students will respond to questions pertaining to days of the week, months and seasons of the year.

3. Students will be able to correctly write the abbreviations for the days of the week and months of year.

Equipment and Materials:

1. Posters of days, months and seasons
2. Large calendar
3. Worksheets

Learning Activities:

1. Listen to and repeat the names of the days of the week.
2. Practice spelling the days and their abbreviations orally.
3. Practice asking and answering questions:

"What day is today?" "Today is _____."
"What day is tomorrow?" "Tomorrow is _____."
"What day was yesterday?" "Yesterday was _____."
"How many days are in a week?" "There are _____."

4. Practice writing the days and their abbreviations.

Note: If students have problems with pronunciations, take time to phonetically explain the sound formation of each. Ex. Thursday (th)

5. Repeat similar situation for months and seasons. Emphasize capital letters of days and months. Seasons are not capitalized or have abbreviations.

O. Content Area: Identification Skills

Topic: Holidays

Concept: Many foreign born adults do not understand the American customs of traditional holidays.

Prerequisites: Student must show an interest at this level by scoring 55 percent or less on placement test.

Prepared By: Peggy Hallman

Performance Objective:

1. Given a calendar, the student is able to identify traditional holidays and understand the customs of each.

Equipment and Materials:

1. Calendar
2. Ditto sheets of holidays
3. Worksheets

Learning Activities:

1. Review days of the week, months, and seasons.
2. Practice orally the pronunciation of holidays on ditto copies.
3. Using a calendar, identify the holiday(s) within a month.
4. Practice asking questions such as:
   "What holiday is in the month of July?"
   "When is Thanksgiving?"
   "What season is Easter in?"
5. Students will write questions and answers on paper.

Note: Explain the customs of each holiday. Review ordinal numbers when necessary.

2. Content Area: Identification Skills

Topic: Mr., Mrs. and Miss

Concept: The foreign born adult needs to know and understand when to use titles and how they relate to individuals.

Prerequisite: Student must score 55 percent or less on placement test.

Prepared By: Gloria Edmondson

Performance Objective

1. When given aural cues, the student is able to demonstrate understanding of titles, Mr., Mrs., and Miss by pointing to students appropriately.

Equipment and Materials:

1. Ditto sheets
2. The students in class
3. Worksheets

Learning Activities:

1. Point to a man, say and write, Mr. Ask the question: "Are you married?" Give correct response. Point to a married woman, say and write Mrs. Ask questions: "Are you married?" Give correct response. Point to an unmarried woman, say and write Miss. Repeat question and give correct response.
2. Have students to stand up and tell their names and the name of the person he/she is sitting next to, using the titles correctly.
3. Students will identify on paper the correct titles of each picture drawing.

Q. Content Area: Identification Skills

Topic: Verb "to be"/Subject Pronouns

Concept: Many ESL beginners cannot correctly identify themselves when asked certain questions.

Prerequisites: Students must show a need for instruction by making a score of 55 percent or less on the placement test.

Prepared By: Elly Evans

Performance Objective:

1. Student will be able to understand and correctly use orally and in writing, subject pronouns and present tense of the verb "to be".

Equipment and Materials:

1. Posters
2. Reference sheets
3. Pictures to explain pronoun reference.

Learning Activities:

1. Teacher explains meanings of the subject pronouns: I, you, he, she, it, we, you, they, using pictures and live examples.
2. Student practices identifying himself and other students or objects with subject pronouns plus "be".
   Ex. "I am Ernesto."
   "You are Antonio." etc.
3. Complete simple fill-in-the blank exercises supplying the correct form of "be".
4. Have students write dictation sentences.

R. Content Area: Identification Skills

Topic: Verb "to be" (negative/question)

Concept: An ESL student at the beginning level lacks understanding of negative statements and the difference between a yes/no sentence.

Prerequisites: Student must show a need for instruction by making a score of 55 percent or less on the placement test.

Prepared By: Elly Evans

Performance Objective:

1. Student will be able to use the verb "to be" in question form and in negative form.

Equipment and Materials:

1. Model voice
2. Paper
3. Poster

Learning Activities:

1. Practice orally in question form verb to be using self as an example.
   "Am I a student?"
   "Is she a man?"
   Give students the correct response to the questions using "not".
2. Convert the same questions into telling sentences and practice orally.
   "I am a woman."
   "She is not a man."
3. Have students rewrite affirmative statements in negative and question form.
4. Use chain drill for adapting other questions and vocabulary previously learned.
   Ex. "Is she from Cuba?"
   "Are you from Vietnam?"

S. Content Area: Identification Skills

Topic: Antonyms

Concept: Many ESL beginners do not understand words that are opposite in meaning and their relationship to people or objects.

Prerequisites: Student must score 55 percent or less on placement test.

Prepared By: Billy Evans

Performance Objectives:

1. Student will be able to understand some common words that are opposite in meaning and how they are used in context with verb "to be".

Equipment and Materials:

1. Illustrative pictures
2. Worksheets

Learning Activities:

1. Practice asking and answering simple questions with the verb "to be" and some basic adjectives learned in pairs of opposites, such as:
   happy/sad; fine/sick
   tall/short; big/little
   old/young; old/new
   present/absent; right/wrong
   Ex. Is he absent?
   No, he's present?
2. Chain drills
3. Written substitution drills:
   Exs. I am happy.
   I am _____. (sad, short, sick)

T. Content Area: Identification Skills

Topic: Colors and Shapes

Concept: Students at this level are unable to identify in English, colors and shapes as they know them in their own language.

Prerequisites: Student must score 55 percent or less on the placement test.

Prepared By: Celestine Demps

Performance Objectives:

1. Student will identify the following colors:
   red, blue, green, black, brown, orange, pink, purple, white, and gray.
2. Student will identify the following shapes: square, triangle, rectangle, circle, octagon, diamond.

Equipment and Materials:

1. Colored chalk
2. Crayons
3. Colored construction paper strips
4. Peabody Language Kit
5. Shapes made from construction paper
6. Chalkboard
7. Worksheets

Learning Activities:

1. Practice names of colors using crayons.
2. Teacher write the names of colors on chalkboard using the color chalk for each name color. Again practice orally.
3. Ask and answer the questions:
   "What color is this? "It's blue."
   "What color is the pencil?" "The pencil is yellow."

4. Using the Peabody Language Kit, construct sentences:
   This apple is _____. (hold up apple)
   This banana is _____. (hold up banana)
5. Using the same sentences, construct yes/no questions:
   Is this apple red? Yes, it is.
   Is this banana orange? No, it isn't.
6. Construct asking sentences using the conjunction or:
   Is this crayon yellow or green?
   The crayon is green. It is green.
7. Using the strips of construction paper, quiz students on colors by holding up a strip and asking:
   "What color is this?"
   "Is this blue or brown?" etc.
   Students are to write answers on paper.

Note: When necessary, review phonetic for each sound requested.
Ex. brown = br.

8. Repeat same activity for shapes.

U. Content Area: Identification Skills

Topic: Verb "To Have"

Concept: Students at the beginning level are not able to correctly use the verb to have in a complete sentence.

Prerequisites: Student must score 55 percent or less on the placement test.

Prepared By: Elly Evans

Performance Objective:

1. Student will use the verb "To have" correctly in affirmative statements.

Equipment and Materials:

1. Poster chart
2. Chalkboard
3. Worksheets

Learning Activities:

1. Repeat present tense form of verb to have in short sentences, emphasizing meaning, pronunciation and third person singular form.
   Ex. I have a pencil.
   She had a pencil.
2. Complete exercise on poster chart. Change directions to substitution drills. Chain drills. Go over exercise orally after students have completed in writing.

V. Content Area: Identification Skills

Topic: Possessive Adjectives

Concept: The foreign born adult at the beginning level is not able to correctly respond to statements or questions relating to possession of something or someone.

Prerequisites: Student must score 55 percent or less on the placement test.

Prepared By: Elly Evans

Performance Objective:

1. Student will use possessive adjectives correctly in asking and telling sentences.

Equipment and Materials:

1. Poster chart
2. Chalkboard
3. Worksheets

Learning Activities:

1. Write possessive adjectives on chalkboard: (my, your, his, her, its, our, your, their). Practice orally the pronunciation of each.
2. Put words in short sentences and orally repeating each: This is my book. That is your book. That is his book. etc.
3. Practice asking and answering yes/no questions:
   "Is this your book?"
   "No, that is her book." "Yes, it is."
4. Practice sentences using or in question form. "Is this our classroom or their classroom?"
5. Practice changing the subject pronoun to a possessive adjective in sentences.
   They have a car.
   It is their car.
   He has two pens.
   They're his pens.
6. Have students complete poster chart.

Note: Directions for exercise practice may be changed to substitution and chain drills.

W. Content Area: Identification Skills

Topic: Oral and Written Request

Concept: Because of an ESL student's limited speaking ability, many cannot respond to oral or written request.

Prerequisite: Student must score 55 percent or less on the placement test.

Prepared By: Elly Evans

Performance Objective:

1. Student will give and respond to oral and written requests, beginning with those concerning the classroom environment.

Equipment and Materials:

1. Classroom objects
2. Ditto copies of request list

Learning Activities;

1. Listen to and repeat orally request form list. Give demonstration for each.
   Open your notebooks. Close your notebooks. Stand up, please. Sit down, please. Write a sentence on the chalkboard. Erase the board, please. etc.
2. Explain how to correctly use please. Either before or after a polite request.
3. Practice giving and acting out requests with other students.
4. Have students to point out the four directions: north, south, east, west.
5. Using the list of requests, have individual students read orally the request and act it out.
6. In pairs, students may write short dialogues using several requests, and then act out in front of class.

X. Content Area: Identification Skills

Topic: Present Continuous

Concept: An ESL beginner doesn't understand common everyday actions when relating to various activities.

Prerequisites: Student must score 55 percent or less on the placement test.

Prepared By: Elly Evans

Performance Objective:

1. Student will ask and answer questions relating to common everyday actions using the present continuous tense. (-ing form)

Equipment and Materials:

1. Classroom objects
2. Pictures of people doing various activities such as eating, buying, driving, etc.
3. Worksheets

Learning Activities:

1. Using verbs previously learned in the request form, construct sentences using the verb to be and -ing.
   I am opening my notebook.
   He is writing on the chalkboard, etc.
2. Chain drill
   Teacher: "Stand."
   Student A: "Please stand up."
   Student B: (Stands up)
   Student A: "What are you doing?"
   Student B: "I'm standing up?"
3. Write dialogues in pairs, to be presented to the class, complete with actions based on the above form.
4. Increase vocabulary by using pictures illustrating various actions. (swimming, working, washing, etc.)

Note: Emphasize the rule for adding -ing to irregular verbs.
Ex. write

Y. Content Area: Identification Skills

Topic: Using "Whose"

Concept: The ESL beginner is unable to correctly respond to questions pertaining to the possessive form of nouns.

Prerequisites: Student must score 55 percent or less on placement test.

Prepared By: Elly Evans

Performance Objective:

1. Student will correctly pronounce, spell and use the possessive form of nouns in response to the question.
   "Whose book is this?"

Equipment and Materials:

1. Poster chart
2. Worksheets

Learning Activities:

1. Using poster chart, change statements with have to statements with possessives. Mary has an eraser. It's Mary's eraser.

   Note: Emphasize pronunciation of final s.

2. Practice orally asking and answering questions with "whose".
   Whose pen is this?
   It's Tom's pen.
   Whose pens are these?
   They're Mary's and Bill's pens.
3. Teacher gives explanation for apostrophe placement after singular and plural nouns.
4. For understanding of possessives, review possessive adjectives and have student complete written exercises.
   Is this your pen? Whose pen is this? etc.

Z. Content Area: Identification Skills

Topic: Telling Time

Concept: Many foreign born adults are unable to correctly respond when asked, "What time is it?"

Prerequisites: Student must score 55 percent or less on placement test.

Prepared By: Celestine Demps

Performance Objectives:

1. Given a model of a clock with moveable hands, the student can place the hands in the correct position to indicate a stated time in hours or half-hours.

Equipment and Materials:

1. Clock with moveable hands
2. Paper plates
3. Brass fasteners
4. Worksheets

Learning Activities:

1. Practice orally:
   "What time is it?"
   "It's 9:00 (o'clock)" etc.
2. Using the model clock, show stated time and practice orally starting with the hour and progressing to half-hour and quarter hours.

3. Explain the terms before and after. Give a concrete meaning of each by making individual clocks from paper plates.
4. Students move hands on individual clocks to stated time given orally by teacher.
5. Practice orally the phrase, "My clock is fast, slow, broken, etc."

   Note: Use repetition and substitution drills.

6. If students wear watches, practice setting watches at dictated times.
7. Practice writing times stated by teacher.

AA. Content Area: Identification Skills

Topic: Basic Math (addition-subtraction)

Concept: To be able to function independently, the foreign born adult needs to acquire the basic skills of mathematics.

Prepared By: A. Smith

Performance Objective:

1. When given simple addition problems, the student can identify and demonstrate correct use of terms, add, plus, equal, subtraction, total, minus, sum and difference.

Equipment and Materials:

1. Ditto sheets with symbols of addition, subtraction, equal and vocabulary terms such as sum, total, etc.
2. Chalkboard
3. Math flash cards

Learning Activities:

1. Use orally the names of the following symbols in sentences: add, plus, total, etc.

   Ex. One book plus two books equals three books. Two dollars minus one dollar equals one dollar.

2. Practice orally number figures as well as word problems by using flash cards.
3. Have students practice writing number figures in both addition and subtraction form on chalkboard.

Course Title: Beginning Level II

Content Area: Health

Content Objective: At the end of this unit, student will be able to describe physical needs, symptoms, understand doctor's diagnosis, and prescriptions for individuals and family members.

Instructor: Shirley Holt

A. Content Area: Health

Topic: "Identifying Symptoms"

Concept: Many foreign born adults do not have the ability to describe various symptoms.

Prerequisites:
1. Student must score 60-80% on placement test.
2. Student must show a need for instruction by making a score of 85% or less on teacher devised test on lesson to be taught.

Prepared By: Shirley Holt

Performance Objective:

1. Given visual cues, the student can identify orally at least six (6) symptoms of illness such as: "He has a

    1. headache
    2. backache
    3. toothache
    4. sore throat
    5. stomach ache
    6. fever

Equipment and Materials:

1. model voice
2. magazine pictures
3. flash cards of vocabulary terms
4. worksheets

Learning Activities:

1. Give pre-test and pre-class discussion
2. Introduce vocabulary terms and practice orally. When necessary, review sounds of letters.
3. Identify from pictures a headache, toothache, sore throat, etc.
4. Practice orally:

    "What's the matter with you?"
    "I have a _____" etc.

5. Using the substitution drill, construct sentences into different forms.

    Examples:
    "She has a headache."
    _____ toothache."
    "I _____."
    "What's the matter with you?"
    "_____her?"

6. When necessary, review verb to have and adjective pronouns.

Evaluation:

1. Complete post-test (worksheet) and compare with pre-test.
2. Class discussion on lesson taught.

B. Content Area: Health

Topic: "The Human Body"

Concept: The ESL student is not able to correctly identify parts of the body.

Prerequisites:
1. Student must score 60-80% on placement test.
2. Student must show a need for instruction by making a score of 85% or less on teacher devised test on lesson to be taught.

Prepared By: Shirley Holt

Performance Objective:

1. Given a drawing of the human body, the student can orally, in a complete sentence, name fifty (50) external parts.

   Example: "That is his head." "That is his hand."

Learning Activities:

1. Pre-test (labeling body parts).
2. Orally repeat vocabulary terms.
3. Using poster drawing of the body, orally identify fifty (50) external parts.
4. Practice orally questions and answers about poster drawing.

   Example: Q - What part of the body is this?
   A - This is his head.
   Q - What is this?
   A - This is his hand, etc.

5. Have students write questions and answers on paper. Practice orally.
6. Give duplicate drawing to students for study.

Evaluation:

1. Complete post-test and compare with pre-test.
2. Hold class discussion on lesson taught.

C. Content Area: Health

Topic: Using Verbs to Describe What Hurts

Concept: Many foreign born adults cannot correctly explain where their bodies hurt.

Prerequisites:
1. Student must score 60-80% on placement test.
2. Student must show a need for instruction by making a score of 85% or less on teacher-devised test on lesson to be taught.

Prepared By: Shirley Holt

Performance Objective:

1. Given names of parts of the body as cues, the student can make five (5) short oral sentences such as:

    1. My arm hurts.
    2. My head aches.
    3. My skin itches.
    4. My eye burns.
    5. My toe throbs.

Equipment and Materials:

1. model voice
2. sentence strip cards
3. chalkboard
4. worksheets

Learning Activities:

1. Give pre-test: on chalkboard write question, "What hurts?"

    In a column of two, write five parts of the body names and five verbs. Have students write on paper short sentences using the possessive pronoun my.

2. Using teachers voice as a model, orally repeat sentences on sentence strip cards.
3. Chain drill (using different possessive pronouns).
4. Complete exercise on worksheet (substitution drill).

Evaluation:

1. Post-test; compare with pre-test.
2. Hold class discussion if necessary.

D. Content Area: Health

Topic: Calling The Doctor

Concept: Because of limited English speaking abilities, the ESL student cannot correctly react to situations concerning the doctor.

Prerequisites:
1. Student must score 60-80% on placement test.
2. Student must show a need for instruction by making a score of 85% or less on teacher devised test on lesson to be taught.

Prepared By: Shirley Holt

Performance Objective:

1. Given a tele-trainer kit, the student can call a doctor's office to:

   a. make an appointment
   b. report a child's illness
   c. postpone an appointment
   d. cancel an appointment

Equipment and Materials:

1. tele-trainer kit
2. poster/charts

Learning Activities:

1. Give pre-test.
2. Using poster/chart, practice orally dialogues on telephone calls to a doctor's office to make, postpone, or cancel an appointment.

   Example:
   R - Good morning, Doctor Stewart's office.
   S - Good morning, my name is _____, I would like to make an appointment to see Doctor Stewart.
   R - Have you seen the doctor before?
   S - No, I haven't.
   R - Why are you seeing him?
   S - For a regular check-up.
   R - Okay, how about Monday the 23rd at 3:00 PM?
   S - Yes, that will be fine.
   R - Okay, what's your name again?
   S - It is _____.
   R - Fine, you are scheduled for December 23rd at 3:00 PM. First visit with the doctor is $45.00. Okay, _____?
   S - Yes, thank you.
   R - Thank you _____, see you then.
   S - Okay, good-bye.

3. Have students write dialogue. When necessary, explain terminology used.
4. Using the tele-trainer kit, practice dialogue orally.
5. Repeat activity for cancellation and postponing an appointment.
   Note: Use repetition and substitution drill.

Evaluation:

1. Role-play dialogues.
2. Hold class-discussion when necessary.

E. Content Area: Health

Topic: "Good Grooming"

Concept: Because of the cultural background of some foreign students, good grooming habits sometimes do not exist.

Prerequisites:
1. Student must score 60-80% on placement test.
2. Student must show a need for instruction by making a score of 85% or less on a teacher-devised test on lesson to be taught.

Prepared By: Shirley Holt

Performance Objective:

1. Given a list of ten (10) articles used for grooming, the student can discuss and tell how they are used.

Equipment and Materials:

1. concrete objects: comb, hairbrush, toothbrush, soap, shampoo, shaving lotion, body lotion, fingernail polish, emery board, deodorant.
2. worksheets

Learning Activities:

1. Pre-test; have students identify articles and tell how they are used in complete sentences.
2. Name and orally demonstrate use of articles used in good grooming and/or care of the skin.
3. Have student practice pronunciation and spelling of articles.

Evaluation:

1. Post-test. Compare with pre-test.

F. Content Area: Health

Topic: The Health Department

Concept: Some students of ESL are not familiar with the location and services provided by the Health Department.

Prerequisites:
1. Student must score 60-80% on placement test.
2. Student must show a need for instruction by making a score of 85% or less on teacher-devised test on lesson to be taught.

Prepared By: Shirley Holt

Performance Objective:

1. Given a map of Daytona Beach, the student can locate the Department of Public Health and tell how to get there.
2. Using model cues, the student can tell a friend about four (4) services provided by the Department of Public Health.

Equipment and Materials:

1. map of Daytona Beach
2. Department of Public Health pamphlets and posters
3. school car
4. field trip/speaker
5. worksheets

Learning Activities:

1. Give pre-test.
2. Find Department of Public Health on map of Daytona Beach.
3. Orally repeat directions: north, south, east, west. Practice pointing to and finding directions on map.
4. Ask and answer questions orally about getting to the Health Department.

   Example: Q - What direction is the Health Department?
   A - It is west.
   Q - What street is it on?
   A - It is on Clyde Morris.
   Q - Is Clyde Morris north or south of Volusia?
   A - It is south of Volusia.

5. Role-play going to Health Department.
6. Using the pamphlets and posters, discuss various services provided by the Department of Public Health.
7. Students should write services down. Have each student tell of four (4) services provided by the Health Department, orally and in writing.
8. Take field trip to Health Department.

Evaluation:

1. Post-test
2. Hold class discussion if necessary.

G. Content Area: Health

Topic: "Four Basic Food Groups"

Concept: Many ESL students are not familiar with food groupings and their nutritional value in providing adequate health.

Prerequisites: 1. Student must score 60-80% on placement test.
2. Student must show a need for instruction by making a score of 85% or less on a teacher-devised test on lesson to be taught.

Prepared By: Shirley Holt

Performance Objective:

1. When shown pictures of twelve (12) different foods, the student can identify them orally and classify them as either:

    1. meat or meat substitutes
    2. dairy products
    3. bread and cereals
    4. fruit and vegetables

Equipment and Materials:

1. food sections of newspaper
2. magazine pictures
3. basic food group posters
4. juice extractor
5. worksheets

Learning Activities:

1. Identify foods using sections of the newspaper.
2. Discuss balanced diet.
3. Using the basic food group poster, orally repeat and spell the names of the four (4) food groups.
4. Using magazine pictures, have students classify food products.
5. Discuss vitamins.
6. Make fresh juice from apples.

Evaluation:

1. Post-test. Compare with pre-test.

H. Content Area: Health

Topic: Reading Directions On Prescribed Medicine Labels

Concept: The foreign adult sometimes does not understand the terminology used on prescribed medicine labels.

Prerequisites: 1. Student must score 60-80% on placement test.
2. Student must show a need for instruction by making a score of 85% or less on teacher-devised test on lesson to be taught.

Prepared By: Shirley Holt

Performance Objective:

1. Given three (3) different empty prescribed medicine containers, the student can read and follow instructions on them.

Equipment and Materials:

1. Empty medicine containers (may be filled with water, M & M candy, etc.).
2. Measuring spoons
3. Worksheets

Learning Activities:

1. Pre-test
2. Show students three (3) different prescribed medicine containers:

   a. liquid
   b. tablet
   c. creme

3. Practice reading medical instructions and the indicated amount.
4. Use measuring spoons for liquid amounts. Practice pronunciation and spelling of different measuring spoons.

Evaluation:

1. Post test. Compare with pre-test.

Course Title: Beginning Level II

Content Area: Occupational Knowledge

Content Objective: At the end of this unit, students will be able to define occupational knowledge as it relates to their needs when filling out job applications and having interviews.

Instructor: Jackie Zackery

A. Content Area: Occupational Knowledge

Topic: Pronunciation and Word Meaning

Concept: The foreign born adult needs to become familiar with any and all terms associated with occupational knowledge.

Prerequisites:
1. Student must score 60-80% on placement test.
2. Student must show a need for instruction by making a score of 85 percent or less on a teacher-devised lesson to be taught.

Prepared By: Jackie Zackery

Performance Objective:

When asked, the student will pronounce and use vocabulary terms associated with occupational knowledge in context.

Materials and Equipment:

1. Pre- and post-test
2. Duplicate sheets of vocabulary terms

Learning Activities:

1. Give handout on vocabulary terms.
2. Orally pronounce and have students repeat the first twenty-five (25) words.
3. Illustrate meaning of each term.
4. Have students write meaning next of each word for study practice.
5. Practice orally, using each term in context.
6. Dictate words in a sentence to students.

Note: When necessary, discuss phonetic sounds of each term. Because of the many terms related to occupational knowledge, these activities will take several weeks to complete.

Evaluation:

1. Give post test on each group of words learned weekly.
2. Hold class discussion if necessary

B. Content Area: Occupational Knowledge

Topic: Locating Help-Wanted Ads

Concept: Many foreign born adults fail to secure jobs because of lack of skills in job hunting.

Prerequisites: 1. Student must score 85 percent or less on pre-test.
2. Must show an interest in seeking employment or upgrading himself in the world of work.

Prepared By: Jackie Zackery

Performance Objectives:

1. Given a newspaper, the student will be able to locate help-wanted ads.
2. Given a list of abbreviations used in help wanted ads, the student will be able to tell the meaning of each.
3. Using a help wanted ad in class, the student will be able to:

    a. Describe the type of job advertised
    b. Tell what kind and how much experience is needed
    c. Tell where and how to apply for the job

Materials and Equipment:

1. Pre- and post-test
2. Newspapers (for locating classified ads)
3. Duplicate copies of help-wanted ads
4. Worksheets

Learning Activities:

1. Give pre-test.
2. Practice finding the classified section of the newspaper. Guide students to the help-wanted ads.
3. Practice reading ads. Discuss any vocabulary that is not understood.
4. Practice asking and answering questions related to information in wanted ads. Example:

    Q. "What is the title of the job called?"
    A. "It is called _____."

5. Give written exercise on finding jobs in the want ads.
6. Discuss abbreviations and have students practice spelling of each.

Note: Emphasize use of the period.

Evaluation:

1. Post-test
2. Hold class discussion if necessary

C. Content Area: Occupational Knowledge

Topic: Job Application

Concept: The foreign adult student lacks skills needed for thoroughly completing an application form.

Prerequisites: Student must show a need for instruction by making a score of 85 percent or less on pre-test.

Prepared By: Jackie Zackery

Performance Objective:

Given a simple application form, the student can fill it out completely.

Equipment and Materials:

1. Application forms
2. Worksheets
3. Chalkboard

Learning Activities:

1. Give pre-test.
2. Introduce vocabulary. Put terms on chalkboard. Orally repeat and practice spelling of each.
3. Pass out copies of application form to students. Read and practice filling out application one section at a time with instructor's help.

Evaluation:

1. Post-test. Have students complete an application form.

D. Content Area: Occupational Knowledge

Topic: Inquiring About Job Employment

Concept: When seeking employment, the foreign adult does not know what questions to ask in order to apply for the job.

Prerequisite: Student must score 85 percent or less on pre-test.

Prepared By: Jackie Zackery

Performance Objective:

Using a tele-trainer kit, the student can:

A. Place a phone call to a job advertised
B. Call for information about a job

C. Ask for an interview
D. Get address of office placing ads

Materials and Equipment:

1. Tele-trainer Kit
2. Newspapers
3. Worksheets

Learning Activities:

1. Give pre-test.
2. Have students select a job offer they are interested in.
3. Make up a conversational dialogue relating to information about a job and practice orally.
4. Using the tele-trainer kit, role play "asking for a job by phone".

Evaluation:

1. Post-test. Using the same dialogue, complete exercise using the substitution drill when necessary.
2. Role-play dialogue.

E. Content Area: Occupational Knowledge

Topic: Job Interviews

Concept: Many foreign adults do not know the correct procedure for going on a job interview.

Prerequisites: Student must score 85 percent or less on a teacher-devised test.

Prepared By: Jackie Zackery

Performance Objectives:

1. During a simulated interview the student will:

   A. Demonstrate appropriate attitude and appearance
   B. Introduce himself correctly
   C. State the purpose of his call
   D. Answer questions asked by the interviewer

Equipment and Materials:

1. Model voice
2. Poster drawing of different jobs
3. Worksheets

Learning Activities:

1. Give oral pre-test.
2. Using poster drawings on various types of jobs, discuss qualifications and the job description.
3. Have students identify job positions and correct spelling of each.
4. Role-play simple job interviews.

Evaluation:

1. Complete post-test.
2. Hold class discussion if necessary.

F. Content Area: Occupational Knowledge

Topic: Understanding Your Paycheck

Concept: The foreign adult does not know where parts of their earnings go when they are deducted from their paychecks.

Prerequisites: Student must score 85 percent or less on pre-test.

Prepared By: Jackie Zackery

Performance Objective:

Given a sample pay check, the student can name amounts of:

A. Deductions for taxes
B. Deductions for union dues
C. Deductions for social security
D. Deductions for retirement
E. Gross pay
F. Net pay

Materials and Equipment:

1. Enlarged copy of a paycheck on wall or overhead projector
2. Worksheets

Learning Activities:

1. Give pre-test.
2. Introduce vocabulary and meaning in context. Have students practice orally.
3. Using the overhead projector, present a copy of a check and explain each deduction.
4. Complete exercise on deductions.

Evaluation:

1. Complete post-test.
2. Hold class discussion if necessary.

Course Title: Beginning Level II

Content Area: Consumer Economics

Content Objective: At the end of this unit, students will be able to compare prices, differentiate quality of advertised merchandise, read and fill out business forms involving money, by completing the performance objectives of this unit.

Instructor: Shirley Holt

A. Content Area: Consumer Economics

Topic: Identifying Consumer Products

Concept: The foreign adult does not know the correct terminology of many items on the American market.

Prerequisite: Student must score 85% or less on a teacher-devised test.

Prepared By: Shirley Holt

Performance Objective:

1. Given twenty (20) pictures of consumer items, the student can identify each one orally in a short sentence.

Equipment and Materials:

1. Model voice
2. Concrete objects; pictures, plastic fruit, vegetables, articles of clothing, etc.
3. Worksheets

Learning Activities:

1. Complete pre-test
2. Orally repeat names of consumer products
3. Practice sentences, using necessary adjectives to describe products

   Example: "This is a loaf of bread."
   "This is a jar skin cream."

4. Have students write sentences from oral dictation.

Evaluation:

1. Post test; compare with pre-test.

B. Content Area: Consumer Economics

Topic: The Food Ad Section

Concept: Many foreign adults are not aware of the value newspaper ads provide.

Prerequisite: Student must score 85% or less on pre-test.

Prepared By: Shirley Holt

Performance Objectives:

1. Given a newspaper, the student can locate the food ad section.

Equipment and Materials:

1. Newspapers
2. Worksheets

Learning Activities:

1. Pre-test
2. Practice locating sections of the daily newspaper from the front page index.
3. Have students practice pronunciation and spelling of each section.
4. Answer questions about locations of different sections.

   Example: "What title is the food ad section under?"

5. Have students practice making up questions concerning the food ad section.

Evaluation:

1. Complete worksheet. Compare with pre-test.

C. Content Area: Consumer Economics

Topic: Comparing Food Ads

Concept: Knowledge of when, what, where, and how to buy can aid the foreign adult in solving one of his major problems.

Prerequisite: The student must show a need for instruction on this topic by making a score of 85% or less on a teacher-devised test.

Prepared By: Shirley Holt

Performance Objectives:

1. When presented with a weekly grocery advertisement from three different stores, the student will:

   a. Compare the cost of ten items selected by the teacher and tell which store has the lowest costs.
   b. Take a grocery list prepared by the teacher and tell which store would fill the order at the lowest costs.

Equipment and Materials:

1. Newspapers
2. Copies of grocery list
3. Worksheets

Learning Activities:

1. Take pre-test.
2. Using the newspapers, have students locate the food ad section.
3. Practice reading multiple food market ads and compare prices of ten items selected from three different stores.
4. Discuss any vocabulary students aren't familiar with.
5. Emphasize the date of advertising and tell students which days are better for shopping.
6. Pass out copies of prepared grocery list and have students compute the cost of each item on paper.
7. Dictate questions to students and answer on paper.

Evaluation:

1. Post-test, compare results.

D. Content Area: Consumer Economics

Topic: Comparing Brand Names

Concept: The foreign adult does not understand the values of brand labels and their comparison of quality and content to other brand names.

Prerequisite: Student must score 85% or less on a teacher-devised test.

Prepared By: Shirley Holt

Performance Objectives:

1. Using cans and cartons of ten items of two or more brands, the student will compare the contents, (orange juice, detergents, cereals, etc.) of one brand with the contents of another brand, noting the size, weight, cost, and actual amount of contents in each.

2. When given an item labeled under a particular store brand name and a similar item of a major standard brand name, the student will compare the quality and quantity of the two items.

Materials and Equipment:

1. Cans and containers of food products
2. Vocabulary list
3. Worksheets

Learning Activities:

1. Take pre-test. Give orally, asking questions relating to size and weight of brand name containers. Write down individual responses.

2. Present vocabulary terms: size, brand label, unit price, content, weight, etc.

3. Using containers, practice comparing several brands of similar items as to unit price cost, weight, contents and stated price.

4. Compare similar items of standard brand name with those of a store brand name emphasizing quality and quantity.

5. Have students make a list of some local store brand names of grocery products.

6. Using cans and containers of food products convert classroom into a grocery store. Have students practice comparative shopping.

Evaluation:

1. Role-playing comparative shopping for food products.
2. Hold class discussion if necessary and note student response.

E. Content Area: Consumer Economics

Topic: Money Orders and Personal Checks

Concepts: Being able to use other money substitutes can be an essential part of personal daily living for the foreign born adult.

Prerequisite: The student must show a need for instruction by making a score of 85% or less on pre-test.

Prepared By: Shirley Holt

Performance Objectives:

1. Given a blank personal check form, the student can fill it out correctly, for a certain amount to a certain payee.
2. When asked to do so, the student can dramatize going to a bank or a local Seven-Eleven store to buy a money order for $150 to send to a relative or friend.

Equipment and Materials:

1. Overhead projector.
2. Transparencies of checks and money orders.
3. Blank checks (duplicate copies)
4. Samples of utility bills, gas and electric, water, telephone.
5. Cash register
6. Worksheets

Learning Activities:

1. Take pre-test.
2. Present transparency of check on overhead projector. Discuss terminology written on check.

   Example: Dollars; pay to the order of

3. Demonstrate correct way to write a check.
4. Explain to student the procedure for opening a checking account.
5. Using sample copies of utility bills, have students fill out checks to Florida Power and Light and to City of Daytona Beach.
6. Using the overhead projector demonstrate correct way to fill out a money order.
7. Practice dialogue in buying a money order. Emphasize to students various places for buying money orders.
8. Role play buying and filling out a money order.

Evaluation:

1. Post-test. Learning station activities on writing checks, buying and filling out a money order to send in mail.
2. Hold class discussion if necessary.

F. Content Area: Consumer Economics

Topic: Shopping For Family Clothes

Concept: Next to food, shelter and possibly an automobile, clothing is the family's most expensive item.

Prerequisite: Student must score 85% or less on pre-test.

Prepared By: Shirley Holt

Performance Objectives:

1. Upon request, student can use terms; size, fit, tight, loose, wrong size, dressing room, etc. in a conversation.
2. Student can indicate sizes needed in various articles of family clothing.

Equipment and Materials:

1. Word cards of vocabulary
2. Pictures of various clothing
3. Worksheets

Learning Activities:

1. Take pre-test: Give worksheet on vocabulary usage and have students complete sentences.
2. Orally repeat vocabulary terms.
3. Practice dialogue.

   S. - May I help you?
   C. - Yes, I need a size 15½ in this shirt. I have a size 14 and it doesn't fit.
   S. - Okay, I'll check to see if we have it.
   S. - I'm sorry, all we have is a size 15. We don't carry half sizes in this shirt.
   C. - Gee! What am I going to do?
   S. - Do you want to try it on?
   C. - Yes, I'll try it, but it will probably be too tight.
   S. - Okay, the dressing room is over there.

Note: Substitution drill may be used to show shopping for a family member.

4. Dramatize shopping for clothing, for babies, children, and adults in the family.

Evaluation:

1. Learning station activity. Role play dialogue.
2. Hold class discussion if necessary.

G. Content Area: Consumer Economics

Topic: Vocabulary Usage

Concept: There are certain words and phrases the foreign adult should be familiar with when buying consumer goods.

Prerequisite: Student must score 85% or less on pre-test.

Prepared By: Shirley Holt

Performance Objective:

1. Given the following words and phrases, the student can use each one in a sentence:

   checks, sales slip, guarantee, trade-in, installment plan, warranty, charge account, application, lay-away, cash.

Equipment and Materials:

1. Vocabulary cards
2. Sentence cards
3. Worksheets

Learning Activities:

1. Give pre-test. (fill in the blank questions)
2. Present vocabulary terms and practice pronunciation orally.
3. Using sentence strip card, practice reading sentences.
4. Explain to students each term and give examples in everyday situations.
5. Have students construct sentences using vocabulary terms.

Evaluation:

1. Give post-test. Compare with pre-test.
2. Make up dialogues using terms.

Note: To climax this unit, B-II students went on a field trip to Publix Supermarket.

B. Prerequisites for Project SELEP Classes

B-I INSTRUCTION

1. Student must score 55 percent or less on the Survival English Learning Experience Program placement test.

2. Student must show an interest in being instructed at this level.

B-II INSTRUCTION

1. Student must be able to state and write information about self and ask the following of another person.

   a. Name (last name, first name, middle initial)
   b. Address (including zip code)
   c. Phone number (area code)
   d. Family statistics - names of immediate family
   e. Age, birth date, birth place
   f. Marital status
   g. Social Security Number
   h. Height, weight and color of eyes and hair
   i. Introduction of self and greetings
   j. Occupations and previous employment
   k. Length of time in the U.S., past and anticipated

2. Student must know the alphabet letters and how to write them.

3. Student must be able to count orally and write numbers from 1-100.

4. Student must know the ordinal numbers.

5. Student must know days of the week, months, seasons of the year.

6. Student must be able to identify himself, classmates, and objects.

7. Student must know how and when to use personal, objective and possessive pronouns.

8. Student must know and understand contractions.

9. Student must know present and past tense forms of some regular and irregular verbs.

10. Student must know and recognize teacher response signals.

11. Student must know how to tell time.

12. Student must be able to count money.

13. Student must have some basic addition and subtraction skills.

14. Student must score at least 85 percent on an oral or written teacher-made test.

LEARNING LAB

1. Student must be able to work independently.

2. Student must show an interest for learning lab instructions.

C. Equipment Used

1. Tape recorder and tapes with listening posts
2. Cassettes with tapes
3. Audio flash card reader or language master
4. Language lab
5. Telephone kit (Teletrainer)
6. Cash register
7. Overhead projector and transparencies
8. Film strip projector and film strips
9. Movie projector and film
10. Videotape recorder and monitor
11. Scales
12. Hand mirrors

Materials Used

1. Expendable materials furnished by DBCC, Adult Education Office, pencils, paper, notebooks, etc.
2. Blackboard, chart stand, flannel board, pocket board
3. Picture and card sets
4. Charts, posters, signs, magazines, pictures, calendars, maps, cardboard, clocks with moveable hands, menus, business forms, etc.
5. Flash cards and sentence strips
6. Word games
7. Concrete objects: classroom objects, household objects, plastic fruit and vegetables, doll houses and furnishings, puppets, etc.

Hand Signals for teaching E.S.L.

The following hand gestures will assist teachers in conducting ESL classes. The use of hand gestures will add clarity to the lesson process and allow for a variety of pattern practices without frequent use of the students' language for explanations.

Figure 1

Two hands held with fingers pointing upward and the palms facing the class indicate that the class should STOP what it is doing and pay attention to the teacher.. The verbal cue that matches this hand signal is "STOP" or "QUIET".

Figure 2

One hand cupped around the ear, and the other hand held out toward the class with fingers pointing upward and the palm facing the class, indicates that the class should remain SILENT and LISTEN carefully to the pattern(s) to follow. The verbal cue that matches this hand gesture is "LISTEN".

Figure 3

Two hands held in a beckoning manner can be used as a signal for eliciting responses from the entire class. The verbal cue that matches this signal is "REPEAT".

Figure 4

One hand held in a beckoning manner is a signal to elicit repetition from an individual. The verbal cue that matches this signal is "REPEAT".

Figure 5

Two hands extended toward the class, with palms up and angled downward, indicates that the entire class is to respond to or ANSWER a question. The verbal cue that matches this signal is "ANSWER".

Figure 6

One palm held out toward half of the class, and the other hand extended toward the other half, indicates that one portion of the class is to respond.

Figure 7

One hand extended down toward an individual, with palm up and angled downward, indicates that a specific individual is to respond to or ANSWER a question. The verbal cue that matches this signal is "ANSWER".